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ABSTRACT

This report from the Committee on Civic Education at the University of California, Los Angeles, discusses the origin, activities, and future plans of the committee, whose major aim is the acquisition of intellectual skills rather than large amounts of factual knowledge or the development of "democratic attitudes" in the study of civics. The curriculum development program for the elementary grades has produced units on various aspects of the Bill of Rights and on political conflict and its management. Research and evaluation efforts have taken place in conjunction with the program and with respect to other smaller progects. The major emphasis at present is on the theoretical aspects of political socialization using data from the unit on conflict. Future plans for curriculum development include the organization of a consortium, continuing development of a comprehensive K-8 curriculum in social studies, and continuing basic research on political socialization. Appendixes to the report include lists of members of the committee and cooperating school districts and excerpts from the report on the committee's "Bill of Rights" project. (JH)

CALIF., UNIV. L.A.
COMMITTEE ON CIVIC ED.

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THE COMMITTEE ON CIVIC EDUCATION

of the

University of California at Los Angeles

PAST, PRESENT AND FUTURE ACTIVITIES

SP 007 574

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I. ORIGINS OF THE COMMITTEE

The Committee on Civic Education at the University of California, Los Angeles, is an interdisciplinary committee composed of professors from Political Science, Philosophy, Psychology, Sociology, and the Schools of Law and Education. (See Appendix A.) The committee was founded in 1964 by the late Dean Howard E. Wilson of the School of Education, Dean Richard C. Maxwell of the School of Law, and Professor Richard P. Longaker, Chairman of the Political Science Department. During these years, the committee has been involved in curriculum development, teacher training in civic education, and basic research in political socialization.

II. APPROACH OF THE COMMITTEE

The Committee's major aims in curriculum programs have been to increase student's grasp of fundamental principles of democratic procedure through presentation of concrete situations where these principles are relevant. We have stressed the acquisition of intellectual skills rather than large amounts of factual knowledge or the development of "democratic attitudes." In order to develop these skills we have trained teachers in the use of the Socratic method , and the use of such role playing activities as mock trials, congressional hearings, and varied arbitration panel settings. In addition, we have prepared student casebooks and teaching guides.

The subject matter we have chosen has been that which we considered most relevant and interesting to students and to be of concern in the present day. Thus, we have developed programs on due process of law, freedom of expression, equal protection of the law, and on the nature of political conflict. In all of these programs we tried to present the subject first in situations closely related to students' experiences such as the school environment, and then, as the students gain understanding, in less closely related settings such as Supreme Court cases or issues handled by various branches of the government. In all of the materials developed by the committee, the emphasis has been on presenting the realities of political and social life for the students to analyze and deal with.

Our programs have been developed at the elementary level because research and our experiences indicate this is the level at which such programs prove most effective. (Past and present programs have been at levels four through six. We are now interested in pre-school and kindergarten through level three programs also.)

III. PAST AND PRESENT PROJECTS

For the past four years the committee has been funded by a grant of $75,000 from the Danforth Foundation, three NDEA grants totaling $295,000, and a grant of $75,000 from the Ford Foundation. We have emphasized the development of materials for the elementary school level in civic education; the training of teachers, principals, and other school influentials in the use of these materials; in research evaluating the effects of our programs and basic research in the general area of political socialization. During this period we have had the continued cooperation of most of the major school districts in California and several other districts throughout the United States (see Appendix B). A brief resume of these projects follows.

Curriculum Development and Implementation Programs

Due Process of Law

In 1965 the committee sponsored the development of an experimental curriculum unit on Due Process of Law for use in grades 4-6. The initial materials consisted of a student casebook and a teacher's guide. These materials were used in a pilot program at UCLA's University Elementary School and student progress was evaluated with a cognitive test and observations by Professors of Education, Law, and Political Science. It rapidly became apparent that these children (ages 9-13) understood the subject and responded to it with a great deal of enthusiasm. However, the children at UES are a rather unique group and the committee decided to try the materials and methods in a wider variety of classrooms.

With the cooperation of several local school districts, 18 elementary school teachers and principals were brought to UCLA for a short but intensive course on Due Process of Law presented jointly by two Professors of Law. The following fall and winter, these people taught the unit in their regular classrooms. Approximately 600 students from a wide range of socio-economic and ethnic backgrounds received instruction in due process. The evaluation of this wider trial program provided results as encouraging as the one at UES. The committee discovered that children with a wide range of motivation, achievement and background were capable of dealing with the subject matter at a much higher level of comprehension than had been anticipated. Not only were they capable of grasping the elusive nature of the subject matter, but it appeared to interest them--and their teachers--greatly. In addition, there seemed to be a considerable amount of anecdotal evidence that the frank discussion of law and controversial matters in the classroom led to greater understanding of the democratic processes or "rules of the game" and a greater tendency on the part of the students to adhere to those rules.

Encouraged by the success of the Due Process Unit, the committee sponsored the revision of the materials and expanded them to include several other aspects of the Bill of Rights, including liberty under law, freedom of religion, freedom of expression, equal protection of the law, and due process of law. These units have been published by Ginn and Company under the titles Your Rights and Responsibilities as an American Citizen: A Civics Casebook and Teaching Guide, by Charles N. Quigley.

The committee then undertook a more extensive training program involving 75 teachers and principals in an NDEA Institute. Participants were invited to try the materials and the majority of them did so in a program sponsored by the committee in Los Angeles and vicinity, and in Dallas, Baton Rouge, Winchester, Mass., Berie, Ohio, Centerville, Utah, the University of Chicago Laboratory School, and in a number of school districts in California outside the Los Angeles area.

In November 1966, the Advisory Panel to the California State Board of Education Committee on Teaching About the Bill of Rights decided to sponsor a pilot program at the elementary level. After reviewing the available materials, the Panel chose to use those developed by the Committee on Civic Education. During the spring of 1967, ten California school districts participated in a pilot program using the Committee's books and consultant help. A brief summary of the results of that program is included as Appendix C. All of the districts that participated in this program are still using the materials and many have expanded their use. Several have included this program in their required curriculum and several have adopted the materials. Presently the Curriculum Commission of the State of California is considering adopting this program for California schools.

Within nine months of the publication of the materials, over 20,000 students were using them on elementary and secondary levels throughout the United States.

Conflict, Politics, and Freedom

The second major curriculum effort of the Committee, and one it is presently engaged upon, is on the theme of political conflict and its management. Our fundamental theme is that social and political conflict is inevitable in any society, and, although it can be destructive if not managed properly by the political system, it is fundamental to a free society.

This program is composed of two phases, an instructional program and a research program. The instructional program is focused on the subject of conflict and is being presented to students of upper elementary and junior high school levels. The research program is partially an evaluation of the instructional program but also involves basic research in the area of political sociali-

zation. A student text and teacher's guide have been prepared for use in the program and published by Ginn and Company under the title Conflict, Politics, and Freedom by Charles N. Quigley and Richard P. Longaker. It is composed of three units: Unit I deals with the transition from an authoritarian political system through the establishment of a constitutional democracy in a hypothetical country. Units II and III deal with actual cases involving conflict and are intended to help students understand the sources and functions of political conflict and come to grips with some of the problems of defining the limits of acceptable conflict. The last unit deals with various processes by which conflict is managed by the political system.

Presently the committee is sponsoring University Extension courses specially designed for these units for teachers in Los Angeles City Schools (secondary level) and in Sacramento City Unified Schools (elementary and secondary levels). In addition, a number of former participants in the committee's programs are using the materials in districts throughout the country and will return evaluation reports on their effectiveness and suggestions for revisions by late spring of this year.

Teacher Training Program

Over the past four years the committee has sponsored several teacher training programs, primarily related to the curriculum development and implementation programs described above. These programs have been sponsored by Danforth, Ford, and NDEA grants. Presently the committee is working under an NDEA grant which will provide funds for teacher training during the summer of 1968 and the following year. It is planned to coordinate this program with that presently being sponsored by the Ford Foundation (Conflict, Politics, and Freedom) and to use materials and evaluation instruments (revised as a result of the present program) in five major school districts next year--training the teachers, providing materials, and conducting related research on their evaluation and on basic questions of political socialization. 1969

Research and Evaluation Programs

Conflict, Politics, and Freedom Program

The major research in which the committee is currently engaged is under the direction of Professor David O. Sears of the Department of Psychology, and Joan E. Laurence, the committee's Research Associate. This project is built around the introduction of the Conflict, Politics, and Freedom unit into the Sacramento public schools at grades five, six, and eight (about 2,000 children are involved). The research is primarily aimed at answering theoretical questions raised in the political socialization literature

and serves as an evaluation of the changes in political thinking produced by the new unit.

Some of the more central research questions are these: (1) Is the acceptance of sophisticated concepts about political conflict age-graded (or dependent on achieving a particular level of cognitive development), or is it simply contingent on providing the normal ten to fourteen year old child with appropriate instruction? The same question is also pertinent for whether or not children feel political conflict is desirable, and for their feelings about the free expression of conflict and minority or deviant ideas. (2) Does exposure to a more sophisticated set of ideas about political conflict affect the child's attachment to the American political system, to legitimate authority, or to democratic beliefs? (3) What part does the child's self-esteem contribute to his willingness to accept political conflict and deviant ideas, to take a partisan or self-interested stance, and so on? Here we are particularly interested in possible differences among various subgroups in the population--black children in Northern cities, white middle class children, the poor and the future political elite (e.g., see article mentioned on page 6 relating to a study we have done on children of the metropolitan socio-economic elite). (4) What part do parents play in the child's adoption of political ideas? Currently only fragmentary data exist on the effects of parental beliefs on the child's pre-adolescent political ideas. (5) What part does racial identity play in the development of political attitudes?

There are four aspects of this study which we believe are of particular importance. First, we are measuring understanding and application of fundamental principles of democracy of the "rules of the game." Second, we will have independent data from parents and from children which will afford for the first time a good look at the parental role in the development of early political attitudes. Third, we have adopted a before-and-after experimental and control group design which should permit a relatively precise evaluation of the effects of the experimental unit; and fourth, the sample is about evenly divided between white and black children. At this historic juncture, there is literally almost no empirical information available about the budding racial and political attitudes of black children, as surprising as that may seem. In our judgment this is an extremely important area. It might also be noted that one central goal of the experimental unit is to relax norms against self-interested partisan political and social action, and to increase tolerance and understanding for others' actions in their own interest. In this sense the unit may prepare white children for a tolerant understanding of racial conflicts, and Negro children for a sophisticated expression of their interests, and more effective action in their own behalf.

Related Research and Activities Sponsored by the Committee

In addition to the large-scale program described briefly above, the committee has sponsored a number of smaller research projects and papers related to civic education and political socialization.

The first of these projects was in conjunction with the first use of the due process materials at the University Elementary School at UCLA. A questionnaire measuring political attitudes was administered to the students prior to instruction. The major focus of the project was an exploration of the children's commitment to democratic values. The results of this research will be published in a forthcoming issue of the Western Political Quarterly under the title "Ideology and Consensus Among Children of the Metropolitan Socio-economic Elite," by Joan E. Laurence and Harry M. Scoble.

Presently, Professors Orleans and Scoble of the committee are conducting a research program under Danforth funds. This project focuses upon the attitudes of political activists (specifically a sample of CDC and ACLU members and their children) and looks at the relationship between their political attitudes and activity, and upon the role their active political involvement has upon the political socialization of their children.

In 1965, the committee sponsored a report written by Professor Richard Merelman of the Department of Political Science. This paper was concerned with the role of television in the political socialization of children. This year, under the committee's Ford grant, Professor Merelman is conducting research on the relationship among the quality of school districts, the content of their civic education curriculum, and the political attitudes of their students.

In 1965, the committee sponsored a Conference on Political Socialization Research under the direction of Professor Scoble, held at the Arrowhead Conference Center of the University. Participants included Professors Sears, Orleans and Marvick of UCLA, Robert Agger of the University of Oregon, M.Kent Jennings of the University of Michigan Survey Research Center, David Gold of the University of California at Santa Barbara, and Professor David Ziblatt of Michigan State University. Professor Ziblatt presented a paper reviewing current political socialization research and the group discussed areas of research in political socialization in which there was a need for further investigation.

During the Summer of 1968, also under the Ford grant, Professor Morris of the Department of Philosophy and School of Law will be engaged in a philosophical inquiry into the nature, origin, consequences, and interrelationships of guilt and shame, particularly as they relate to children. This research is related to a proposed project of the committee on the question of moral issues (see

below)

IV PROPOSED PROGRAMS

The Committee has achieved a great deal in the past few years with a relatively small amount of funding. To some degree this has fostered an austerity and efficiency on the part of the committee as its members have gained experience and learned to work effectively together. However, the lack of sufficient funding has also hampered long range planning. The committee now has the expertise, experience, and dedication to embark on a long range comprehensive plan of curriculum development, teacher training, experimentation, and related research in the field of civic education.

Curriculum Development and Implementation

Organization of a Consortium

The Committee has now established a working relationship with most of the large school districts in California and with other districts throughout the United States (See Appendix B). In addition we enjoy the sponsorship of the California State Board of Education's Advisory Panel on Citizenship Education (formerly the Bill of Rights Panel), a liason with the Statewide Social Science Study Committee, and the cooperation of the California Council for the Social Studies and the Constitutional Rights Foundation of Northern and Southern California.

In order to better implement our programs, we plan to develop a formal consortium. It will be composed of (1) an advisory panel of representatives of government, professional groups, and specific interest groups including members of various ethnic and social groups; (2) the Committee on Civic Education which will be responsible for the organization and administration of the consortium, curriculum development, training teachers of teachers, and research and evaluation; and (3) participants from cooperating school districts.

In consultation with the advisory panel, the committee will train teams of in-service leaders for cooperating school districts. These teams will return to the districts and lead in-service classes sponsored by the committee. The teachers will be given a general background in the relevant subject areas and specific instruction as to methods and materials for use in pilot programs in their classrooms. In cooperation with these pilot classes, the curriculum development branch of the committee will continue the development of a comprehensive Kindergarten through eighth grade (later 9-12) curriculum in social studies. These pilot classes will also participate in the research and evaluation programs of the committee.

Each district will be encouraged, aided by the resources of the committee, to develop their own local advisory panel to participate in the programs. Thus, we will be creating an ideal situation for a constant process of development, trial, professional and community reaction, and revision of an educational program to meet the needs of our complex society.

The following are a few of the specific areas which are being considered as part of the comprehensive curriculum development project.

Identity and Freedom

For several years members of the Committee have discussed the need to develop programs for pre-school and K-3 levels. We feel that in order to be most effective, educational programs in citizenship must begin with an attempt to increase students awareness of their own feelings and thoughts and those of the others, to increase student's feelings of self-confidence and efficacy, and to increase their ability to have positive social relationships. We do not view this as a group therapy program, but rather as an educational program in which methods and materials would be developed which would enable most teachers to conduct an effective program to meet our objectives. Although, our present upper elementary programs do incorporate these objectives, we feel that a more direct approach at an earlier age is necessary.

Moral Issues Program

Members of the committee feel that some of the most significant and pressing problems of the day involve man's ability to cope with the great moral crises he is confronting--such as the position of minority groups in our society, their history, contributions and present problems. Several of the members of the committee wish to engage upon a curriculum development program similar in organization to those developed in the past that have proven successful. The program would include training teachers, sponsoring pilot programs and conducting related research. Moral issues and the question of values are a growing concern among educators as is indicated by the growing amount of literature in the field and the beginning of such research projects as those by Kohlberg at Harvard. The committee is presently in need of funding for this project.

Spanish Language Programs

The committee has had repeated requests from educators concerned with the new trend in teaching citizens in their native languages. The Spanish Language Consultant for the California State Department of Education has asked that the Bill of Rights materials be translated into Spanish for use in the programs being sponsored by the State. Additional requests have come from other educators involved in the committee's programs. Shortage of funds and the

unwillingness of publishing companies to finance such translations have prevented our embarking on these programs. Therefore, the committee is seeking funds to sponsor such a program and the evaluation program needed to accompany it.

Conflict, Politics, and Freedom Program (Extension)

The committee has tentative plans, as suggested above, to extend the present curriculum development and research connected with the Ford program on Conflict. Several districts in addition to Sacramento have indicated an interest in a long range program involving further political socialization research with the same sample used this year and replication of this research in other districts. Funds for teacher training are available from the NDEA budget, but the committee is in need of further funding for materials, and personnel to handle revisions, research, and administration of the program.

Law and Society

The early projects of the committee have dealt primarily with Constitutional Law. We feel there are many other areas of law with which the average citizens should have some familiarity. Thus, using the same methods employed in the past, we would develop materials dealing with such things as juvenile law, contract law, torts, and property law.

Research and Evaluation Programs

Proposed Research in Political Socialization

The major research we wish to conduct over the next three to five years will pursue and expand the questions developed in our present research project discussed above (see pp. 4-5). The primary goals are these:

(1) Basic research on political conflict and partisanship. The basic project, of which the Sacramento study represents a pilot version, is a comprehensive attack upon the origins of political ideas, attempting to identify environmental (parents, school experiences) and dispositional (age, level of cognitive development, personality variables) sources of variance in early political socialization. Previous work in this area (by Greenstein, or Hess and Easton) has had to work from much sketchier data (e.g., no measures of cognitive development or personality dispositions; no data on the family except for the child's often inaccurate perceptions; no data from Negro children), which leads us to think that we have an opportunity to make some extremely important contributions with this work. We will want to make the measures more precise, broaden our sampling considerably and employ interview techniques more as the work progresses, although the exact nature of these changes will be clearer when we begin to get the

pilot data back from Sacramento. It also appears to be possible to re-test these same children next Fall, which would afford a measure of the persistence of the unit's effects, as well as some unique data on the stability of the child's political attitudes.

In addition, there are several other problems that we would like to investigate using slight modifications of the materials we have already developed.

(2) Origins of distinctive community climates of opinion. The origins of such dramatic differences in political climate of opinion that exist between, for example, a liberal community such as Beverly Hills and a highly conservative one such as Dallas, are not clearly understood. Often the differences are attributed to demographic variables (e.g., the percent Jewish), but this does not specify the process, effective agents, or age of sophistication of such opinion differences. We are particularly interested in trying to account for differences that appear in such relatively esoteric areas as attitudes toward civil liberties, civil rights, or military interventions; are they, like many other political opinions, socialized before adolescence?

It appears that we will have access, in the next year or two to a large number of communities in California which are adopting the committee's materials. Three are especially provocative possibilites. One is a large city, heavily Negro and currently seriously racially troubled. Another is an extremely wealthy, highly liberal city with a large proportion of Jewish residents. A third is a rapidly growing city that increasingly typifies the most conservative county in California. By sampling comparable age groups in these cities, we ought to be able to provide, for the first time, some concrete evidence about the early political socialization that results in such markedly different political climates in adulthood.

(3) The effects of elections. Most citizens develop, in childhood, partisan preferences that seem to be highly correlated with their long term adult commitments. One hypothesis is that, the first presidential election to which a child attends, normally around grades five to eight, has some unusual impact upon him. The alternative is that such early events have little lasting impact, in terms of generational differences that persist into adulthood. We wish to test the effects of the 1968 election, both in implanting party preferences and in biasing the children toward the winning side. This would involve a cross-sectional study alongside a longitudinal sample; we would like to retest our current Sacramento sample again just before the election and test comparable samples at points during 1969 to correspond to these two measurements of our current sample.

(4) Free-response measures of early systemic attitudes. One is impressed in accounts of adult political attitudes (especially as measured in depth interviews such as those analyzed by Lane in his Political Ideology) by how thoroughly and far reaching basic assumptions about the American political, economic, and social system have been acquired. Very little is known about when and in what form these attitudes are acquired (e.g., the "fear of equality," or the notion that income should be related to merit or to effort). With our current sample we are conducting a few open-ended structured interviews to get some leads on this problem. We do not have enough money to get these protocols transcribed and analyzed this year, nor to build up to a more adequate number of cases. Yet they seem likely to represent one of the most exciting angles we have taken.

APPENDIX A

Committee on Civic Education

Members

Charlotte A. Crabtree, Assistant Professor of Education

Douglas S. Hobbs, Assistant Professor of Political Science

Richard P. Longaker, Professor of Political Science

Richard C. Maxwell, Dean and Professor, School of Law

Herbert Morris, Professor of Law and Philosophy
Chairman, Committee on Civic Education

Peter Orleans, Assistant Professor of Sociology

Charles N. Quigley, Author and Teacher

Harry M. Scoble, Associate Professor of Political Science

David O. Sears, Associate Professor of Psychology

Louise L. Tyler, Associate Professor of Education

Richard A. Wasserstrom, Professor of Law and Philosophy

Staff

Charles N. Quigley, Executive Secretary

Joan E. Laurence, Research Associate

Lila Hurtado, Secretary

APPENDIX B

Cooperating School Districts

California:	Alhambra City Schools
	Beverly Hills Unified School District
	Dixie Elementary School District
	El Cajon City Schools
	Fresno City Schools
	Lompoc Unified School District
	Los Angeles City Schools
	Montebello Unified School District
	Oakland Public Schools
	Paramount Unified School District
	Riverside Unified School District
	Rowland Elementary School District
	Sacramento City Unified School District
	San Bernardino City Unified School District
	San Diego City Schools
	Tulare City Schools
Arizona:	Phoenix City Schools
Connecticut:	East Windsor Public Schools
Hawaii:	Honolulu Curriculum Center
	Kailua City Schools
Missouri:	Francis Howell School District
New Jersey:	Somerset City Schools
New York:	East Setauket Schools
	U.S. Dependent Schools--European Area
Ohio:	Wickliffe City Schools
Texas:	Pasadena Independent Schools
Washington:	Seattle Public Schools

APPENDIX C

Excerpts from the Evaluation Report on the Committee's "Bill of Rights" Project for the California State Board of Education

BACKGROUND OF THE PROGRAM

Authorization

In November, 1966, the Advisory Panel voted to sponsor a pilot program at the elementary level using instructional materials developed by the Committee on Civic Education at UCLA. It was also decided to employ the principal author of the materials, Charles Quigley, as special consultant to aid in the program.

The Need for the Program

Stated briefly, the need for such a program is based upon the following facts and assumptions:

1. A study of the Constitution and of principles of democracy is required by the state curriculum.

2. There were no adequate teacher or student materials presently at use in the elementary grades.

3. There were and are no adequate evaluation programs available for measuring student achievement in this subject.

4. The inadequacy of present instruction in this subject is indicated by the following observations:

   a. The poor quality of public debate on issues such as those raised by recent Supreme Court decisions.

   b. Recent research indicating the importance of the schools as a major determinant in developing knowledge and attitudes regarding our political system.

   c. Recent research indicating that the primary effect of our school environments appears to be directed more toward development of attitudes consistent with an authoritarian political system than towards those attitudes consistent with a democratic system.

Materials Used in the Pilot Program

The student and teacher materials consist of five short teaching units combined in two volumes entitled Your Rights and Responsibilities as an American Citizen: A Civics Casebook and a Teaching Guide by Charles N. Quigley, Ginn and Company, 1967. The units are (1) Liberty Under Law, (2) Freedom of Expression, (3) Freedom of Religion, (4) Equal Protection of the Law, and (5) Due Process of Law. They are designed to be used in grades

four through nine and to take from two to six weeks teaching time per unit depending upon the characteristics of the class in which they are used.

THE PILOT PROGRAM

Organization

The pilot program began in the Fall of 1966. Letters were sent to ten California school districts inviting them to participate. An initial meeting of administrators from these districts was held in October. At this meeting the pilot program was outlined and samples of the materials were passed out. Each district was asked to provide up to ten teachers from grades four through six. Representatives of each district were asked to review the materials and the proposed program and to respond to the request for their participation. All of the districts indicated a willingness to participate in the program which eventually included 144 teachers from grades 4,5,6,8,9, and 11.

Classroom instruction in the subject extended from the first of February through the middle of May 1967. Each district received three visits from consultants on the Advisory Panel: (1)at the beginning of the program to give background information, present the materials, and discuss methods; (2) during the program to discuss problems that had arisen, demonstrate teaching methods, and observe instruction, and; (3) at the end of the program to collect evaluation questionnaires, and discuss the results of the program with the teachers.

A final meeting was held in San Francisco attended by administrative personnel from each district who presented their recommendations to members of the Adivosry Panel.

Guidelines for the Use of the Materials

Teachers were asked to experiment with the materials and suggested methods within the following general guidelines:

1. They were asked to begin the program by teaching UnitI: Liberty Under Law which is considered an essential introduction to the subject. Then they could teach any of the other units they wished.

2. Teachers could either teach the units separately or integrate them into their normal social studies program.

3. They were asked to teach the units a minimum of two thirty minute periods each week and to take as many weeks as they felt necessary to cover the objectives of each unit.

The experiences and recommendations of the teachers were collected by means of the final meetings and through the use of an extensive self-administered questionnaire. The results of the findings as reported on the questionnaires follow on pages 7 and 8.

The Civics Casebook contains excerpts from literature, historical incidents, and facts in Supreme Court cases. These selections set forth issues embodying principles of constitutional democracy and constitutional rights and liberties to be read and discussed in class. The text is written at about a fifth grade reading level.

The Teaching Guide was planned to aid teachers in the use of the Socratic method suggested as a primary means of teaching this subject. The guide contains suggested discussion questions designed to elicit a wide range of considerations relevant to the issues presented in the casebook and also lists some of the answers that would be relevant to these questions.

In addition to the Socratic method, the guide also suggests many other teaching strategies such as the use of debates and mock trials.

Objectives of the Program

The cases presented in these materials offer students a chance to discuss issues they face daily in their relationships with others and in their experiences with the mass media. A major objective of the program is to help students develop the understanding and analytical skills that will enhance their abilities to deal intelligently with these issues as students and later as adult participants in our political system.

It must be emphasized that no "answers" are given to the many controversial questions raised in these units. The objective is to help students understand the issues, discover values and considerations that are relevant, and to arrive at their own tentative conclusions whatever they may be. In this sense, the function of the teacher is not seen as working to promote the development of a consensus on the issues covered. Students should leave the study of these units with differing opinions. However, as a result of their study their opinions should reflect a more careful consideration and more profound understanding of the issues than they did when the students entered the program.

Other objectives of the program are to help students develop an understanding of the need for laws to preserve essential values of our society, to be able to formulate laws that

protect values they feel important, to be able to apply these laws to situations where the rights of individuals come into conflict, and to utilize democratic procedures for resolving conflicts and influencing political decisions.

A thorough understanding of conflicts of individual rights should lead to an understanding of the need to strike some balance between individual rights and to the development of standards for the reasonable limitations of even the most basic of individual rights-standards, however, which protect and promote the greatest expression of individuality possible.

Finally, the units have been planned to help students develop an understanding of the fact that in order to protect their rights it is necessary for them to insure the same rights for others. This entails a feeling of responsibility towards other people as well as towards oneself.

EVALUATION OF THE PROGRAM

The principal means for evaluation of this program were as follows: [1]

1. Observations of classroom instruction by members of the Advisory Panel. These included visits by Robert O'Neil, Professor of Law at University of California, Berkeley and Dr. Robert Browne, Special Consultant to the California State Department of Education.

2. Observations by supervisory personnel from the districts. These were reported verbally to the Advisory Panel at the San Francisco meeting.

3. Discussion of the program with participating teachers by Dr. Browne and Charles Quigley at the end of the program.

4. Collection of a sample of student opinion through a self-administered questionnaire.

5. Collection of teacher observations and recommendations concerning program and materials through a self-administered questionnaire.

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1 For another review of the materials see excerpts from an independent study of materials and programs on Educating School Children in the Law sponsored by the Ford Foundation. See Appendix IV.

SUMMARY OF TEACHER OBSERVATIONS AND RECOMMENDATIONS

Teaching Experience

The teachers who participated in this program were chosen by supervisory personnel in their districts. The average age of the teachers was 35-39, they had an average of 7-9 years in education, 4-6 of which were at the grade level they were teaching in the pilot program.

Political Affiliation and Perception of Bias

The teachers were predominately"middle of the road" and "conservative" Republicans. About one third of the teachers classified themselves as liberal Democrats. This information was gathered in order to determine whether perception of bias in the materials could be correlated to political affiliation. There was no evidence for this as 90% of the teachers saw no bias in the materials and the remaining 10% who did were evenly divided among Democrats and Republicans.

The materials and program were accepted by people across the liberal-conservative spectrum. Appendix III contains news clippings from media of varied political affiliation which are all supportive of the program.

Instructional Time Used by Teachers

The average time used for each unit was about four 40 minute periods per week for four to five weeks. Teachers from the upper grades tended to teach more often, for longer periods, and for less weeks than teachers of lower grades.

Suitability of the Materials

Over 85% of the teachers thought that the content of the materials was appropriate for their grade levels and that the case method was the most appropriate means of presenting the materials.

At the fourth grade level 46% of the teachers thought the vocabulary level too high for their classes. However, at the fifth grade level 70% felt the vocabulary level appropriate, at the sixth grade level 85%, and at the eighth and ninth grade level the vocabulary level was judged appropriate or too low (30% of eighth grade teachers said the level was too low).

Teacher and Student Observations of Student Interest and Participation

61% of the teachers said over half of their students partici-

pated in class discussions and 90% indicated their students were either "very interested" (57%) or "interested" (33%) in the units. This information correlates with that from students 80% of whom said they found the subject "very interesting" or "interesting". Over 90% of the students said they liked the case method. 75% said they would have liked to study the subject longer and read more cases. 90% of the students found the subject "very important" or "important".

Changes in Student Behavior Regarding Rules, Responsibility, and Authority

It was not anticipated that as short a program as this would affect student's attitudes towards rules, responsibility, and authority. However, there appears to be a considerable amount of anecdotal evidence that this may have occurred. There is a need for further study of this possible effect.

50% of the teachers noted changes in this respect, 15% did not note changes, and 35% were "not sure". Common remarks from those who noted changes were that students became more concerned about their rights, the rights of others, more anxious to take part in making rules, more willing to adhere to rules they had a voice in making, and more prone to settle disputes by democratic means rather than resorting to violence and other forms of abherrant behavior.

Teacher Recommendations

57% of fourth grade teachers felt their students were the right age to be taught these units. This number increased to 73% fifth grade teachers, 82% of the sixth grade teachers, and 100% of the teachers at the upper grades.

86% of the fourth grade teachers said the materials should be either "required" (29%) or "optional" (57%) at their grade level. The percentage recommending "required" or"optional" remained above 89% at the other grade levels with 50% or more recommending the materials be "required" at grades 5, 6, and 8. (Note: It appears from a look at the raw data that this question is one in which political affiliation plays a role. Democrats appear to recommend "required" whereas Republicans recommend "optional".